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AUTHOR	Jackson, K. David
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ABSTRACT

The report details a federally-funded program at the University of Texas, Austin whose activities included: (1) an experimental summer intensive language institute to facilitate Brazilian Portuguese certification for nine certified secondary school teachers of Spanish; (2) writing and publication of a new textbook of Brazilian Portuguese for Spanish speakers; (3) writing, evaluation, and publication of four-skills placement and proficiency tests in Brazilian Portuguese; (4) training of an official American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview rater; (5) the hosting of a national conference on teaching and testing and periodic workshops for the textbook and testing teams; and (6) establishment of a national center for Brazilian Portuguese. (MSE)

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ED 414 737

PROJECT TITLE:

Program to Expand, Enrich, Test, and Evaluate the Teaching of Brazilian Portuguese

Grantee Organization:

The University of Texas at Austin
Institute of Latin American Studies
Sid Richardson Hall 1.300
Austin, TX 78712

Grant Number:

P116B8107288

Project Dates:

Starting Date: September 1988
Ending Date: February 28, 1992
Number of Months: 42

Project Director:

K. David Jackson
Department of Spanish and Portuguese
University of Texas
Austin, TX 78712
Telephone (512) 471-4936

FIPSE Program Officer: Sandra Newkirk

Grant Award:

Year 1	$29,494.
Year 2	$72,768.
Year 3	$36,964.
Total	$139,226.

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SUMMARY

Program to Expand, Enrich, Test, and Evaluate
the Teaching of Brazilian Portuguese

"ALCANCE—Brazilian Portuguese Development Project"

Basic activities and results include 1) an experimental summer intensive language institute to facilitate Brazilian Portuguese certification for nine currently-certified secondary school teachers of Spanish (1990), 2) writing and publication of a new textbook of Brazilian Portuguese for Spanish speakers (Com Licença!, U.T. Press, 1992), 3) writing, evaluation, and publication of four-skills placement and proficiency tests in Brazilian Portuguese by ILAS, 4) training of an official ACTFL oral proficiency interview rater, 5) hosting a national conference on teaching and testing (Negotiating for Meaning, 1989) and periodic workshops for the textbook and testing teams and 6) establishing a national center for Brazilian Portuguese.

Dr. K. David Jackson
Department of Spanish and Portuguese
University of Texas at Austin
Austin, TX 78712
Tel: (512) 471-4936

EXECUTIVE SUMMARY

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GRANTEE ORGANIZATION AND ADDRESS:
Institute of Latin American Studies
University of Texas at Austin
Austin, TX 78712

PROJECT DIRECTOR:

Dr. K. David Jackson
Department of Spanish and Portuguese
University of Texas at Austin
Austin, TX 78712
Tel: (512) 471-4936

A. PROJECT OVERVIEW

The "ALCANCE—Brazilian Portuguese Development Project" addressed the need to motivate the learning, teaching, testing, and professional development of Brazilian Portuguese, a crucial but neglected language that is the world's sixth most widely spoken. In 1988 ALCANCE launched a multiple program of national conferences and workshops on teaching and testing, the writing of textbooks and nationally-comparable four-skills placement and proficiency exams, and a summer institute to train currently-certified secondary school teachers of Spanish in the teaching of Brazilian Portuguese, a closely related language.

Over the three years, we brought to Austin a lively group of language teachers, as well as select professionals in education and Portuguese language and culture who met and lectured to them. Early on, we conducted the first national conference of Portuguese teachers on the theme of teaching and testing. We also conducted workshops with two multiuniversity teams of professors who wrote textbooks or exams. Through dissemination and outreach, we established a national network of educators, teachers, and other professionals interested in development of Portuguese.

The outcome of ALCANCE has been extremely positive, particularly in the publications that will contribute broadly to the field and, secondarily, in the dynamic sense of direction, support and interaction given to the field.

B. PURPOSE

The "ALCANCE—Brazilian Portuguese Development Project" addresses four urgent needs that must be filled in order to motivate additional students and teachers to acquire full proficiency in Brazilian Portuguese, a language of critical importance to the United States: 1) the development of new ways to provide rapid expansion of the pool of persons rated as proficient in Brazilian Portuguese and of teachers qualified to teach

Brazilian Portuguese at the secondary and postsecondary levels; 2) the development of supporting materials at the secondary and postsecondary levels for the training of large numbers of additional persons whose present language background in Spanish may permit them to be easily and cost-effectively trained in Brazilian Portuguese; 3) the development of supporting materials on Brazil and Brazilian Portuguese to motivate students and to assist teachers in the teaching of Brazilian Portuguese, especially for the second year of intensive programs; and 4) the development of quantifiable and nationally-comparable measures of language proficiency for Brazilian Portuguese, especially proficiency that is contextually, situationally, and culturally adapted to Brazil.

C. BACKGROUND AND ORIGINS

The Institute of Latin American Studies, through the Department of Spanish and Portuguese, has a long tradition of leadership in the field of Brazilian Portuguese. Dr. Fred Ellison, an ALCANCE codirector, oversaw the writing of Modern Portuguese in the 1960s and took a leading role in the national promotion of Brazilian Portuguese. In the 1980s, it became apparent that the growing importance of Brazil was not matched by any comparable increase in the national study and linguistic competence in Portuguese. Recognizing the role of Brazil in the future of Latin American Studies, the Institute strongly supported the need to reformulate and reshape the direction of Portuguese studies through the ALCANCE project.

D. PROJECT DESCRIPTIONS

Our three-year project aimed to develop the teaching and testing of Portuguese in several dimensions. Based on the similarity of Portuguese to Spanish, we planned to increase offerings of Portuguese in the secondary curriculum by training candidates from the very large pool of Spanish language teachers. At the same time, we planned to provide teachers at all levels with new materials for teaching and testing and a support system that would make the introduction and expansion of Portuguese classes in the secondary and postsecondary curricula both feasible and practical.

It follows that a major part of our efforts were dedicated to the workshops on textbook and exam writing, to class and peer evaluations of the materials produced, to their publication, to obtaining oral proficiency certification, and to dissemination and support systems for the utilization of the text and exams nationwide.

The ALCANCE project worked in contact with education agencies, testing organizations, language teachers and professional associations, presses, national and international organizations and businesses, university administration, grant agencies, and others. Dissemination and recognition of ALCANCE was a crucial dimension for the success of our project.

E. PROJECT RESULTS

In three years the ALCANCE project produced the following concrete results: 1) conducted an experimental summer institute in 1990 to train nine secondary school teachers to introduce Brazilian Portuguese language classes into their schools, 2) produced a published textbook of first-year Portuguese for Spanish students (1992), 3) published the proceedings of a national conference on teaching and testing (1989), 4) wrote and published placement and proficiency exams in Brazilian Portuguese (1991), 5) completed ACTFL training and certification of an ALCANCE staff member as an oral proficiency rater (1990), 6) arranged for class evaluation and adoption of the textbook and exams at numerous institutions, and 7) established a mechanism for future distribution and grading of placement and proficiency materials.

As a corollary to the principal activities, ALCANCE established a national network and mailing list of teachers and educators, contacted private and governmental educational and professional agencies, planned for its future institutionalization into a "Brazil Center" to be established at the Institute of Latin American Studies, and disseminated information resulting in national and international recognition of ALCANCE as a center for Brazilian language activities.

F. SUMMARY AND CONCLUSIONS

The ALCANCE experience has served to enhance the potential relationships of a program concretely focussed in language and area studies with many tangential areas of broad research and theoretical interest. These include languages across the curriculum, global or international studies, second language education, assessment strategies, and technological or other teaching methodologies applicable to languages. Contact with other FIPSE projects, for example, has placed the problem of language proficiency in a more abstract and flexible environment whose interest would be to change the current way of thinking about the academic and institutional framework for language studies.

Others interested in this kind of project should perhaps be thinking of ways that comparatively traditional organizational structures can incorporate and tolerate substantial change. The quality of the original idea, rather that a specific plan of action, seems to be the key for "doing" the project.

FINAL REPORT

A. PROJECT OVERVIEW

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ALCANCE offers an innovative program designed to begin that process and to create the mechanisms that will alter dramatically the supply of speakers of Brazilian Portuguese in the future.

C. BACKGROUND AND ORIGINS

The Institute of Latin American Studies at the Unversity of Texas at Austin is one of the oldest and largest major Latin American Studies centers in the world. With more than 60 faculty who regularly teach courses on Latin America and an additional 60 who research Latin American themes, with more than 100 graduate students in an M.A. program in Latin American studies, and with the incomparable Benson Latin American Collection, the University of Texas is a recognized national leader in this area. It is one of ten Title VI National Resource Centers for Language and Area Studies in Spanish, Portuguese, and a number of native American languages, as defined and supported under the National Defense Education Act. The Department of Spanish and Portuguese has developed and taught intensive Portuguese for 25 years. It offers one of the few programs in the United States that embraces B.A, M.A., and Ph.D. majors solely in Portuguese.

D. PROJECT DESCRIPTION

Our three-year project aimed to develop the teaching and testing of Portuguese in several dimensions. Based on the similarity of Portuguese to Spanish, we planned to increase offerings of Portuguese in the secondary curriculum by training candidates from the very large pool of Spanish language teachers. At the same time, we planned to provide teachers at all levels with new materials for teaching and testing and a support system that would make the introduction and expansion of Portuguese classes in the secondary and postsecondary curricula both feasible and practical.

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PROJECT ACTIVITIES AND ACCOMPLISHMENTS, 1988-92

A. JUNE 1988-AUGUST 1989. ALCANCE's activities encompass the following major areas:

1) new teaching materials in Brazilian Portuguese for Spanish speakers;

2) testing, and evaluation materials in Brazilian Portuguese;

3) oral proficiency certification following guidelines of the ACTFL workshop in Portuguese;

4) working with State education agencies and institutions to identify currently certified teachers as candidates for intensive training in Brazilian Portuguese; and

5) planning and preparation for conferences and intensive summer programs.

New Teaching Materials. This activity was set in motion in June 1988 with funds provided by the Institute of Latin American Studies for the completion of the first draft of new materials for the teaching of Brazilian Portuguese to Spanish speakers by Dr. Antônio Simões of the Dept. of Spanish and Portuguese. ILAS continued to support 50% of Dr. Simões work during the period Sept. 1988-May 1989, during which time he completed the first complete version of "COM LICENÇA! First-year Brazilian Portuguese for Spanish speakers." This textbook was developed by working with students enrolled in POR 408, "Alternate First-Year Portuguese for Spanish Students," a regular course in the Dept. of Spanish and Portuguese taught by Dr. Simões during the Fall 1988 and Spring 1989 semesters. The text is being evaluated by specialists at the high school and college levels (see letter from Dr. Bobby Chamberlain, University of Pittsburgh) and will receive further preliminary review by students in the officially scheduled intensive Portuguese courses during the summer of 1989.

Testing. Dr. Dale Koike of the Dept. of Spanish and Portuguese began work with support from FIPSE and the Institute of Latin American Studies for the period Sept. 1988-August 1989 in order to produce a proficiency and placement test and achievement tests for first-year Brazilian Portuguese. During the Fall 1988 she examined existing tests for other languages and met in San Antonio with Dr. Nancy Anderson of the Educational Testing Service to become acquainted with their guidelines. By March 1989 Dr. Koike had completed a first version of a placement test, which was submitted to consultants (see letters from Dr. Irene Wheritt, University of Iowa and Dr. Nancy Anderson of the Educational Testing Service). The ETS has recently expressed interest to cosponsor and publish Dr. Koike's proficiency and placement test in Portuguese developed under the grant.

Dr. Koike was one of the principal organizers of the first national "Conference on Portuguese Language: Teaching and Testing" conducted at U.T. Austin on March 3-4, 1989, which was well-attended by over 100 participants. Dr. Koike submitted her test for evaluation by selected colleagues at the conference. Her test for first-year Portuguese will also be evaluated during the officially scheduled Portuguese courses, POR 604 and 612, to be taught during Summer 1989.

Oral Proficiency Testing. An intensive ACTFL "Oral Proficiency Rater Workshop" to train raters in Portuguese, directed by Dr. Isabelle Kaplan (ACTFL) and Prof. Karin Van den Dool (Stanford University), followed the Conference on Portuguese Language at U.T. Austin from March 4-7 with 13 participants. Ms. Elizabeth Jackson, ALCANCE Research Assistant, received training in the Workshop, as a preliminary step toward certification as an Oral Proficiency Rater in Portuguese. As a further requirement, by August,

1989 Ms. Jackson must submit for evaluation by ACTFL 25 taped interviews of at least 20 minutes each with speakers representing a full range of proficiency levels, from novice to superior. She is progressing on schedule with this work.

Development of new teachers. On October 28, 1988 Dr. Fred P Ellison spoke at the Texas State Teachers Association meeting in Austin to the Texas Committee for Foreign Language Supervision giving details of the ALCANCE project, its rationale, goals, method, and program to expand, enrich, test, and evaluate the teaching of Brazilian Portuguese in Texas high schools. Ms. Elizabeth Jackson has pursued contacts with the Texas Education Agency (Dr. Robert Labouve, Ms. Inés García), foreign language supervisors with teachers certified in Portuguese (Mr. Michael Hydak, Austin; Ms. Linda Calk, Ysleta, El Paso), and other high school teachers who have expressed interest in the program. Through region-wide contacts, ALCANCE seeks to identify and attract highly qualified eligible foreign language teachers in secondary schools, preferable ethnic minority teachers of Spanish, for retraining in Brazilian Portuguese. Currently Ms. Jackson is planning the application and review process, dates, facilities, calendar of activities, and other details of the intensive Summer training experiment of 1990. She has received support from Dr. Michael Katz, Chairman of the Dept. of Slavic Languages, who provided details of the operation of his similar program for teachers of Russian.

Portuguese Conference. Educators from more than forty universities and organizations in the U.S. and Mexico participated in the first "Conference on Portuguese Language: Teaching and Testing" at U.T. Austin on March 3-4, 1989. After an opening lecture by visiting professor Dr. Benedito Nunes (Belém, Pará) on recent Brazilian poetry, the U.T. Brazilian music ensemble played sambas, choros, popular, and folk music at an evening reception (see Program). An intensive ACTFL "Oral Proficiency Rater Workshop" to train raters in Portuguese, directed by Kaplan and **Karin Van den Dool** (Stanford University), followed the conference from March 4-7 with 13 participants. The events were organized and hosted at U.T. by "ALCANCE-Brazilian Portuguese Development Project" and ILAS, in collaboration with the Joint Center for Latin American and Caribbean Studies, University of Illinois-Urbana/University of Chicago; the Iberoamerican Studies Program, University of Wisconsin-Madison; and the Fund for the Improvement of Post Secondary Education (FIPSE), U.S. Department of Education. Over 150 representatives from more than 40 national institutions, including several Texas high schools, participated. Dr. Dale Koike worked as a principal organizer of these events.

Attending were representatives of the Center for Applied Linguistics, the Defense Language Institute, the Educational Testing Service, and the Brazilian Consulate in Dallas. Texas high school teachers of Portuguese, and prospective teachers, contributed ideas to the ALCANCE project. Proceedings

will be published later this year and follow-up workshops are planned to discuss specific issues and problems of Portuguese teaching and testing raised during the two days.

The conference attracted a wide audience of foreign language teachers with sessions in English on improving proficiency in the language classroom. Thirty invited lecturers used sophisticated audio-visual equipment to illustrate such topics as Approaches to Evaluation in the Classroom, The Use of Video in Teaching Portuguese, Recent Trends in Second Language Pedagogy, Proficiency Testing, Reading Strategies, and Computer-assisted Instruction in Portuguese. Featured speakers included **Constance Knop** (UW-Madison) on Developing Oral Proficienty in the Classroom, **Isabelle Kaplan** (American Council on the Teaching of Foreign Languages, ACTFL) on Speaking and the Development of Speaking Skills in the Foreign Language Classroom, and **Sandra Savignon** (U of I-Urbana) on Second Language Learning and Evaluation: From Theory to Classroom Practice. U.W.-Madison organized a session on study abroad programs in Brazil.

B. SEPTEMBER 1989-AUGUST 1990. The major accomplishments during the second year include 1) a summer institute for secondary school teachers, 2) the completion and acceptance for publication of a first-year textbook for Spanish speakers, 3) a workshop on assessment for the purpose of revising new proficiency and placement tests in Brazilian Portuguese, 4) the publication of a volume of essays on foreign language teaching and testing, and 5) completion of ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency interview training in Portuguese.

Brazilian Portuguese Summer Institute. For ten weeks during the summer sessions of 1990 eight secondary school teachers and one translator-interpreter attended the intensive Brazilian Portuguese Summer Institute, taught by Dr. K. David Jackson, Dr. Orlando Kelm, Dr. Antônio Simões, and Rita Alcalá. Christopher Ballantyne and Sophia Bixby participated as language informants, and Dr. Elizabeth Jackson conducted ACTFL Oral Proficiency Interviews with participants. A lecture series featured officials from the Texas Education Agency and current secondary teachers of Brazilian Portuguese from Ysleta ISD in El Paso, Texas The Summer Institute participants will seek to complete their secondary accreditation and begin Brazilian Portuguese language classes in their schools during the coming year.

Brazilian Portuguese Summer Institute Participants

Stephen Mace	(Irving ISD)
Perla Cisneros	(Brownsville ISD)
Lewis A. Rosenbaum	(E. Baton Rouge Parish)
Cecilia Jacques	(El Paso ISD)
Christie Walker	(Warren ISD)
Michael Baldwin	(Brownsville ISD)

Sherri Lackman-Cheatham (Garland ISD)
Elizabeth Morris Agee (Eanes ISD)
Mario O. Candia (Sioux Falls, SD-State Dept.)

Summer Institute Guest Lecture Series

Dr. Mariano Diaz Miranda, U of Rhode Island
Brazil and Spanish America--A History of Divergence
Lillie Webb, Johnston High School
Starting an Interest Group for Brazilian Portuguese
Paulo Calmon, UT-Austin/LBJ School
Collor's Economic Program
Dr. William Wale, TEA
Teacher Certification and a Portuguese Program
Maria Cândida Barros, Museu Goeldi, Belém, Pará
Amazonia
Dr. James Mauseth, UT-Austin
Botany and Ecology of Brazil
Linda Calk, Foreign Language Supervisor; Irene Torres, Portuguese Teacher
Brazilian Portuguese with a Texas Accent in the Ysleta ISD
Dr. Charles Perrone, U Florida
Contemporary Music: Poetry and Song
Dr. Inés García, TEA.
Spanish and Portuguese in theTEA Secondary Curriculum
Dr. Dale Koike, UT-Austin
Politeness Forms in Brazilian Portuguese

Portuguese Textbook for Spanish Speakers. Dr. Antônio R. Simões' textbook of Brazilian Portuguese for Spanish speakers written for the ALCANCE project, "COM LICENÇA! First-Year Portuguese for Spanish Speaker" will be published by University of Texas Press in 1991.

The second-year continuation of "COM LICENÇA!" is currently being written with ALCANCE support by a team headed by Simões (U Kansas) and including Dr. Elizabeth Jackson (U.T.), Dr. Jon Vincent (U Kansas), Dr. Vera Teixeira (Northwestern U), Dr. Irene Wherritt (U Iowa), and Dr. Karin Van den Dool (Stanford U).

Placement and Proficiency Tests. Dr. Dale Koike has been writing four-skills placement and proficiency tests for Portuguese students since September 1989. These are the only four-skills tests of this nature for Portuguese in the U.S. Koike coordinated a Workshop on Testing April 20-22, 1990 with funding from the Roger Thayer Stone Center for Latin American Studies at Tulane University, Iberoamerican Studies Program of University of Wisconsin-Madison, and Institute of Latin American Studies at U.T. to review and revise the first draft of these tests. The following specialists were invited to participate as a team: Dr. Almir Bruneti (Tulane U), Dr. Ellen Sapega (UW-

Madison), Dr. Irene Wherritt, Dr. Karin Van den Dool , Dr. Antônio Simões, Dr. Elizabeth Jackson (UT), and Dr. Dale Koike (UT).

Proceedings of the Portuguese Conference.

NEGOTIATING FOR MEANING:
PAPERS ON FOREIGN LANGUAGE TEACHING AND TESTING
Dale A. Koike and Antônio R. M. Simões, eds.

The proceedings of the national Conference on Portuguese Language: Teaching and Testing at UT-Austin on March 3-4,1989 have been published as a special issue of the Texas Papers in Foreign Language Education.

ACTFL Certification. Dr. Elizabeth Jackson was certified as an ACTFL Oral Proficiency Interview rater in Portuguese in December 1989.

C. SEPTEMBER 1990-AUGUST 1991. Major accomplishments include 1) final acceptance and editing for publication by U.T. Press of the textbook; 2) meeting of a writing team for the second-year textbook; 3) a third workshop of assessment followed by publication, distribution, and grading of placement and proficiency tests; 4) teacher certification in Portuguese by Cecilia Jacques of El Paso, TX

Textbooks. Dr. Antônio R. Simões (U. Kansas) has been directing a textbook writing team to draft the second volume of COM LICENÇA! Brazilian Portuguese for Spanish Speakers. The first volume will be published by U.T. Press in Spring 1992, and the likelihood of publishing the second volume is great. ALCANCE sponsored a meeting of this writing team in March, 1991 at Northwestern U. Participants include Antônio Simões (principal author, U. Kansas), Elizabeth Jackson (U.T.), Vera Teixeira (Northwestern U), Jon Vincent (U Kansas), Irene Wherritt (U Iowa), Karin Van den Dool (Stanford U).

Testing. The assessment team met in a second Workshop on Portuguese Proficiency Assessment on November 16-17, 1990 at UT Austin. This was the second meeting of an eight-member national team of specialists for the development of four-skills Portuguese language proficiency examinations which met initially in April 1990. The workshop was cosponsored by the Roger Thayer Stone Center for Latin American Studies at Tulane U, the Center for Latin American and Caribbean Studies at U Illinois-Urbana, the Iberoamerican Studies Program at U Wisconsin-Madison, and the Institute of Latin American Studies at UT-Austin, with additional support from Alcance—Brazilian Portuguese Development Project under a grant from the U.S. Dept. of Education Fund for the Improvement of Postsecondary Education. The participants and their universities are:

Chair	Dale Koike	UT-Austin
Organizer	Elizabeth Jackson	UT-Austin
	Almir C. Bruneti	Tulane U
	Ellen Sapega	UW-Madison
	Peggy Sharpe-Valadares	U Illinois-Urbana
	Antônio R. M. Simões	U Kansas
	Irene Wherritt	U Iowa
	Karin Van den Dool	Stanford U

Dale Koike had contacted the Education Testing Service in Princeton about distributing the test, but they declined because of the market size. The Center for Applied Linguistics in D.C. has expressed interest but want to remove the oral and written portions, reducing the test from four skills to two skills. The team felt it was important to keep the tests at UT-Austin, if at all possible. Koike estimates that approximately 50 people a year nationwide will take the proficiency exam and 70 people will take the placement test. Preparation, copying, distribution, mailing, and grading of the tests can be supported by ALCANCE, at least for now.

The team discussed the possibility of producing a Continental Portuguese version of the tests. With some modifications and recordings using the Peninsular accent this would be a relatively easy task. There would be a market in areas with large immigrant populations (Canada, New England, California, etc.).

There are new orthographic rules being prepared to standardize Continental and Brazilian Portuguese. These changes will be incorporated as soon as they are ratified by the Brazilian Congress.

Both the Placement and Proficiency Tests will be field-tested at the participating universities to obtain data on the statistical reliability of the questions. The results will be compiled and subsequent revisions will be made.

Teacher certification. Ms. Cecilia Jacques, from Bowie HS in El Paso, TX, attended U.T. during the summer where she took upper division courses in Portuguese, receiving the additional 12 hours semester credit necessary to obtain her second-field Texas teaching certification in Portuguese. Ms. Jacques will be starting a Portuguese course at Bowie HS, to continue the pioneering efforts of Donald Goldsmith.

In addition, two Austin minority HS teachers, Lili Webb and Alma Rodríguez (U.Texas graduates and participants in our lecture program) plan to start a class in Brazilian Portuguese at Travis HS in Fall 1992.

D. EXTENSION PERIOD. SEPTEMBER 1991-FEBRUARY 1992

Testing. Prof. Dale Koike has developed and published a "Four-Skills Brazilian Portuguese Proficiency Test" and a "Four-Skills Brazilian Portuguese Placement Test." Both have been field-tested by language

instructors at other universities who made up the production team. Numerous requests for use of these exams has arrived. They have been used at U. Illinois-Urbana, Stanford U., U Kansas, U. Wisconsin-Madison, and U Texas. ALCANCE duplicates, mails, and grades the tests. Dr. Koike has been contacted by a number of teachers who need tests in continental Portuguese, particularly at the secondary level in the Northeast. In the future we would like to produce a continental Portuguese version of these tests in conjunction with Brown University (Dr. Nelson H. Vieira) and the University of Wisconsin, Madison (Dr. Ellen Sapega).

Second-Year Textbook. Antônio Simões continues to direct the team of writers previously named. ALCANCE provided a stipend for their contribution to the project in 1991-2.

E. PROJECT RESULTS

What was learned. The ALCANCE project had several different kinds of results and forms of learning. In the summer institute, secondary school language teachers learned enough Portuguese in two intensive summer sessions to be able to introduce the language into their HS curricula. They also learned about Brazil from the lecture series and maintained a high level of motivation and creativity in their studies. The teachers produced a video "Brazilian TV news" show called "Nightline" in Portuguese. In spite of budgetary restrictions, all the teachers hoped to continue with Portuguese in the future.

Another form of learning was the writing, evaluation, testing, and publication of a first-year textbook of Brazilian Portuguese for Spanish speakers that will serve a national market. The same is true for the placement and proficiency tests now being widely used. A more abstract form of leaning concerns the way language development, teaching, and proficiency can energize and reshape area studies and other curricular programs. For innovative projects, relatively small amounts of funding can produce significant effects. Two further steps that would have greatly aided our program were funding for further summer language study in Brazil for teachers and seed money for pilot Portuguese courses in secondary schools.

Evaluation plan. Dr. Antônio Simões' teaching materials for first-year Portuguese in comparison with Spanish have been reviewed in- house by Dr. Fred Ellison. We have obtained a written outside evaluation by Dr. Bobby Chamberlain, University of Pittsburgh, and are currently seeking evaluations of the material's appropriateness for secondary school classes. The Institute is considering publishing the book and sent out draft copies for critical review to the following professors: Van den Dool (Stanford), Lopes, Jr. (Washington, Seattle), Albuquerque (Wisconsin-Madison), Vincent (Kansas), Teixeira (Northwestern), Sharpe (Illinois, Urbana), Wiedaman (California, Berkeley), and Lowe (Florida, Gainesville).

Dr. Dale Koike's proficiency and placement tests for first-year Brazilian Portuguese have been reviewed by Dr. Nancy Anderson of the Educational Testing Service for comparison with their guidelines. ALCANCE obtained a written outside evaluation by Dr. Irene Wherritt, a professor of Portuguese linguistics at the University of Iowa. The tests were review unofficially by participants in the Portuguese language conference. Both new teaching materials and proficiency/placement tests will be tested during the officially scheduled intensive Portuguese session during Summer 1989.

Development of New Teachers. ALCANCE has pursued contacts with the Texas Education Agency (Robert Labouve, Inés García), foreign language supervisors with teachers certified in Portuguese (Michael Hydak, Austin; Linda Calk, Ysleta, El Paso), and the U. T. College of Education (Dean Jo Ann Sweeney, Teacher Certification) for suggestions and evaluations of our plans to conduct a "Brazilian Portuguese Language Institute" for certified secondary school teachers proficient in Spanish. These officials have given us valuable advice in evaluating our plans.

Dissemination. ALCANCE has compiled a national mailing list of over 800 names of persons currently involved in the teaching of Portuguese. Dissemination activities of ALCANCE include:

a. printing brochures programs, invitations, and press releases;
b. circulating news of its activities in newsletters and national journals, including *Hispania* (American Association of Teachers of Spanish and Portuguese), *Portuguese Newsletter* (International Conference Group on Portugal), *Modern Language Notes, Luso-Brazilian Review,* the ILAS *Newsletter,* and through our own mailings.
c. presenting oral reports at conferences of educators;
d. contacting education agencies, school districts, and teachers; and
e. cosponsoring the first national conference on the teaching and testing of Portuguese at U.T. Austin and the ACTFL Oral Proficiency Interview Workshop

As evidence of our dissemination efforts, we have received letters of inquiry from teachers in California, Virginia, and Louisiana, as well as Texas. ALCANCE has also pursued and developed contacts with Brazilian universities, institutions, and governmental agencies, as well as the Fulbright Commission in Brazil. Dr. Simões is also pursuing contacts with interested educational institutions in France.

Continuing after the grant. Early in our project, during an October 1988 meeting, ALCANCE proposed the creation of a permanent "PORTUGUESE LANGUAGE CENTER" at the University of Texas at Austin as a method of institutionalization of our FIPSE grant. As of September 1992, the mostly likely path of institutionalization is the incorporation of ALCANCE acitivties

in a "Brazil Center" to be established in the Institute of Latin American Studies, to be supported by donations and grants.

The purpose and activities of a Portuguese Language Center would include such items as: 1) update placement and proficienty tests with the ETS, 2) sponsor an annual conference, 3) establish and maintain an Association of Teachers of Portuguese, 4) maintain a mailing list, 5) develop a resource center for teaching and testing materials, 6) serve as a depository of materials on the teaching of Brazilian language, literature, and culture (including a possible link with TV Globo in Rio de Janeiro, the State University of Campinas, São Paulo, the Ministério da Educação, etc.), 7) establish an institute for teachers in Brazil and Portugal, and 8) publish an academic journal under the title ALCANCE. The project has already received contacts and offers of support from UNICAMP, Campinas through Profa. Neusa de Campos, from UFMG (Belo Horizonte) through a U.T. grad, Dr. Nice Braga, and from visiting lecturer Dr. Affonso Romano de Sant'Anna (PUC, UFERJ, Rio de Janeiro). One of the principal functions of the PLC would be to maintain outreach support for the newly initiated high school courses in Brazilian Portuguese throughout the State and region.

F. SUMMARY AND CONCLUSIONS

The ALCANCE experience has served to enhance the potential relationships of a program concretely focussed in language and area studies with many tangential areas of broad research and theoretical interest. These include languages across the curriculum, global or international studies, second language education, multicultural education, assessment strategies, and technological or other teaching methodologies applicable to languages. Contact with other FIPSE projects, for example, has placed the problem of language proficiency in a more abstract and flexible environment whose interest would be to change the current way of thinking about the academic and institutional framework for language studies.

An important concern raised by ALCANCE is the linkage desirable between the secondary school curriculum and postsecondary education. Language and international studies is an area that should and can be made accessible to a secondary school clientel.

Others interested in this kind of project should perhaps be thinking of ways that comparatively traditional organizational structures can incorporate and tolerate substantial change. The quality of the original idea, rather that a specific plan of action, seems to be the key for "doing" the project.

G. APPENDICES

1. Contact with the FIPSE program officer was both helpful and necessary to the project. FIPSE can be more effective in projects such as this one by making direct and continuing contact with the responsible university administrators who have the power to support and institutionalize activities of the grant. This is particularly true in a large state university where even a FIPSE grant is easily "lost" from view and inside support is hard to find.

2. Emerging new directions are those that place the learner into direct, effective, and extended contact with authentic linguistic, cultural, or transnational situations and materials. Separate area studies are giving way to an integrated or transnational approach yet to be fully defined. All areas or regions are being viewed in terms of overarching themes and connections. FIPSE should support some multiarea projects that could serve as models to replace the current "area studies" in the "postcolonial" world.

3. I hope that FIPSE continues to recognize the substantial potential of language education for reform and change of postsecondary education (beginning with removing the word "foreign").